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ABSTRACT

This slide presentation first states the purposes of the Reading Excellence Act (REA): (1) teach every child to read by the end of the third grade; (2) improve reading instruction through the use of findings from scientifically-based reading research; (3) provide early intervention to children experiencing reading difficulties and prevent inappropriate referral to special education; (4) provide children in early education with the readiness skills they need to learn to read once they enter school; and (5) expand the number of high quality family literacy programs. It then lists the six dimensions of reading and research use; outlines funding for 1999 and gives the REA timeline for 2000; provides a model for a local REA program, and suggests local activities under tutorial assistance subgrants. The rest of the presentation consists of detailed information about how to prepare the grant application, including formatting and content. (NKA)

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The Reading Excellence Program: Preparing an Effective Application

Presentation at IASA - Salt Lake City

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Office of Elementary and Secondary Education
U.S. Department of Education

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Reading Excellence Act: Purposes

1. Teach every child to read by the end of third grade.
2. Improve reading instruction through the use of findings from scientifically-based reading research.
3. Provide early intervention to children experiencing reading difficulties and prevent inappropriate referral to special education.
4. Provide children in early childhood with the readiness skills they need to learn to read once they enter school.
5. Expand the number of high quality family literacy programs.

Key Definition:
Six Dimensions of Reading

- Understanding how phonemes, or speech sounds, are connected to print - phonemic awareness.
- Ability to decode unfamiliar words.
- Ability to read fluently.
- Background information and vocabulary to foster reading comprehension.
- Development of appropriate active strategies to construct meaning from print - comprehension.
- Development and maintenance of a motivation to read.

Scientifically Based Reading Research

- The application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

Section 2252(5), REA

Funding for FY 1999

✷ Appropriation	$260.0 m
✷ State Grants	$241.1 m
✷ National evaluation	- 3.9 m
✷ Dissemination (National Institute for Literacy)	- 5.0 m
✷ Even Start	- 10.0 m

Funding requested for FY 2000: $286.0 million

Current REA Timeline for Coming Year

ED holds competition for grants to states, January - April 2000

(Applications due probably in March)

Successful states receive notification of awards, April 2000

States hold competition for subgrants to school districts (fall-early winter 2001)

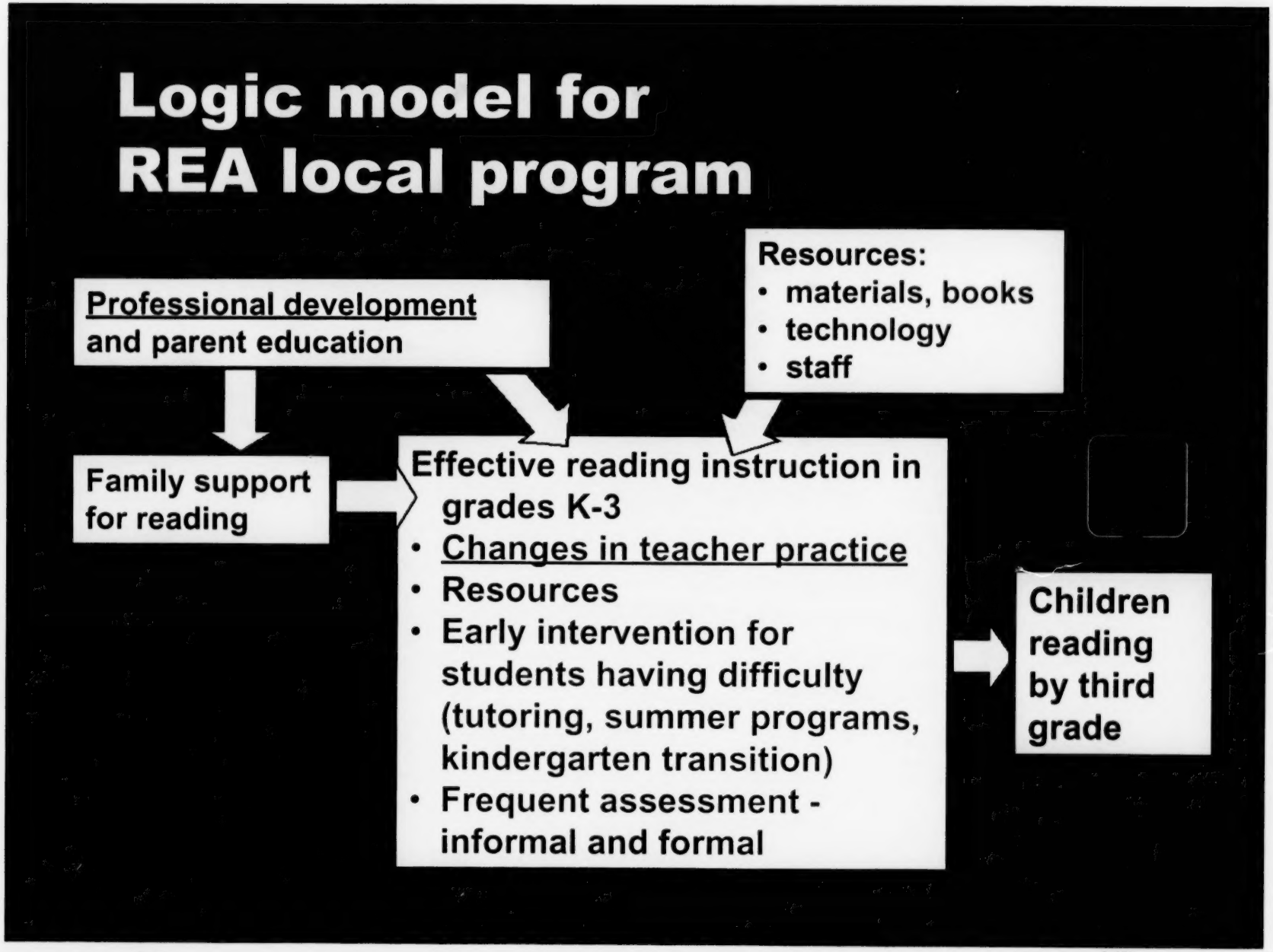
-- Local Reading Improvement subgrants

-- Tutorial Assistance subgrants

LEAs and schools begin two-year subgrants (winter - summer 2001)

Local School Activities under Local Reading Improvement Subgrants

- Changed reading instruction in grades K-3
  - Accomplished by high quality professional development for teachers, principals, and staff in research-based reading instruction
  - Curriculum and supporting materials/technology
- Extended learning opportunities (e.g., tutoring and summer programs)
  - Training for tutors
- Family literacy services
  - School readiness, adult literacy, parent education/involvement
- Kindergarten transition services/programs


Logic model for
REA local program
Professional development
and parent education
Resources:
• materials, books
• technology
• staff
Family support
for reading
Effective reading instruction in
grades K-3
• Changes in teacher practice
• Resources
• Early intervention for
students having difficulty
(tutoring, summer programs,
kindergarten transition)
• Frequent assessment -
informal and formal
Children
reading
by third
grade

Local Activities under Tutorial Assistance Subgrants

- Provide tutorial assistance in reading to children having difficulty in reading -- before or after school, on weekends, or during the summer.
- The tutoring must be based on scientifically-based reading research and must be consistent with the school curriculum.
- The tutorial assistance providers accepted for this program must have a record of effectiveness in providing tutorial services in reading readiness, reading instruction, or early childhood literacy
- Offer choice of multiple providers to parents -- at least one school-based and one under contract.

Developing the application

1. Establish a Reading and Literacy Partnership panel.
2. Develop background, describe the need:
   - Review the scientifically based reading research.
   - Identify current efforts in the state, state standards, and resources.
   - Identify and describe the districts and schools that are eligible.
3. Develop understanding of what good reading instruction in grades K-3 would look like in your state and in your low-performing schools -- content and process.
4. Lay out how to get there -- state efforts, district efforts, other organizations and entities (i.e. universities) -- goals, objectives, strategies.
5. Determine how you will measure performance -- outcomes and implementation.

State Reading and Literacy Partnership

State must establish a partnership with at least the following members:

- Governor of State
- Chief State School Officer
- State legislature representatives
- Local educational agency representative
- Community-based organization representative
- State directors of Federal/State reading programs
- Parent
- Teacher
- Family literacy service provider

More on development

- Form a team that has reading expertise and family literacy expertise -- at least.
- Review some of the FY 1999 grantees' applications (about half are now on REA's website).
- Consider getting a review of your application by persons expert in scientifically based reading research.
- Have someone who's knowledgeable but not closely involved read the proposal.
- Consider hiring a technical writer/document producer to help produce the document.

Formatting

- ALL pages paginated.
- NO attachments, colored pages, pretty brochures.
- Two appendices allowed - state standards and assessments; list of eligible districts and schools.
- Expect to send narrative via e-mail.
- Mail one hard copy with forms and signatures.

Formatting

* Use 11 point type.
  - (Note: Times New Roman is smaller at 11 points)
* 1 inch margins.
* Single space lines. Don't double-space.
* Use graphic models and data graphs where appropriate.

(A) Content of the application - draft

Table of contents

1. Cover page
2. Abstract
3. Introduction

(B) Content of the application - draft

4. Need

   -- Need for the REA program

   -- Understanding of the scientifically based reading research (SBRR)

   -- Current state efforts and how they relate to SBRR

(C) Content of the application - draft

5. State leadership and oversight
   - -- Reading and Literacy Partnership
   - -- SEA activities
     - timelines, key activities, and staffing chart
     - professional development
     - application process, including technical assistance to eligibles
     - technical assistance and monitoring
     - other activities
   - -- Staffing - SEA and other

(D) Content of the application - draft

6. Local district and school
   - -- Overview
   - -- Reading instruction
     - Professional development and materials for grades K-3
     - Instruction for English language learners
     - Instruction for children at risk of inappropriate referral to special education
     - Teacher assessments to inform instruction
   - -- Supporting activities -- tutoring, summer programs, kindergarten transition, family literacy, use of technology, coordination

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(E) Content of the application - draft

7. Tutorial assistance
   - -- Overview
   - -- Eligibility criteria
   - -- Organizing multiple providers
   - -- Selecting children
   - -- Keeping parents informed
   - -- Ensuring confidentiality
   - -- Oversight and monitoring

(F) Content of the application - draft

8. Evaluation and performance measurement
   - -- Evaluation design
     - including outcome and implementation measures
   - -- Timeline for data collection
   - -- Evaluator or criteria for selection
   - -- Role of Reading and Literacy Partnership

(G) Content of the application - draft

9. Relationship of REA activities to other state efforts -- value added.

10. Budget
    - -- detailed budget
    - -- number of eligible districts, schools, teachers, and children
    - -- number of districts, etc. expected to be funded
    - -- average cost and range per district and per school

Reading Excellence Contact Information

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